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ABSTRACT

A study was conducted to ascertain the present status of physical education (PE) within the public and technical two-year colleges located in the four western provinces of Canada, the Yukon, and Northwest Territories. Questionnaires were sent to 56 two-year institutions, requesting information on institutional characteristics, PE departmental structure and organization, faculty, department budgets, equipment sharing, secretarial support, curricula, course grading, class length, PE as a graduation requirement, and adapted physical education. Study findings, based on responses from 37 colleges, included the following: (1) only 2 of the responding colleges in Saskatchewan had PE programs; (2) specialist two-year colleges (art colleges, marine colleges, etc.) generally did not have physical education programs; (3) larger institutions employed a higher proportion of part-time PE instructors; (4) full-time instructors generally had a master's degree, while part-time instructors generally had only a bachelor's degree; (5) the instructional load of full-time instructors was normally between 15 and 18 contact hours per week; and (6) generally, two-year college PE departments shared their equipment with other college units. (EJV)

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A COMPARATIVE ANALYSIS OF PHYSICAL EDUCATION AT PUBLIC AND TECHNICAL TWO-YEAR COLLEGES IN WESTERN CANADA

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A Comparative Analysis of Physical Education At Public and Technical Two-Year Colleges in Western Canada

INTRODUCTION

The present status of physical education at the community college is of utmost concern to all post-secondary educators. Questions of educational values, life-long learning, budgetary restraint, college priorities and the rationalization of programs all have implications within and for the community college physical education program.

A number of investigators in the United States have attempted to ascertain the current practices in respect to the concept of physical education in higher education. The majority of this work has been restricted to four-year colleges and universities. A limited number of studies have been generated that relate directly to the community college. The majority of the community college work has been undertaken by Stier (1971, 1983) and it is these investigations that form the basis of this study concerning Western Canada.

A review of the relevant Canadian literature produced one study (Chouinard, 1980) that was designed to report the status of physical education in the two-year college system of Ontario. No other related studies have been undertaken in Canada, and this, in itself, justifies the project.

It is essential that we investigate and develop an understanding of the various courses, programs and characteristics of physical education within the Canadian two-year college system.

STATEMENT OF THE PROBLEM

The purpose of this study is to ascertain the present status of physical education within the public and technical two-year colleges located in the four western provinces of Canada and the Yukon and Northwest Territories. The specific objectives of this study are:

1. To administer a questionnaire to all the public and technical two-year colleges within the western provinces of British Columbia, Alberta, Saskatchewan and Manitoba as well as the Yukon and Northwest Territories.
2. To present the findings in a descriptive format, including appropriate tables illustrating the results.
3. To present conclusions relating to the findings.
4. To develop recommendations for further study relating to the system of physical education in Canadian community colleges.
5. To distribute the conclusions of this project to the surveyed institutions for their information and review.

METHODOLOGY

The questionnaire was sent to 56 two-year institutions in Western Canada and the Territories. This number represented all the 2-year institutions listed as "community colleges" by Dennison & Gallagher (1986) and was cross-referenced by the Handbook-ki-es-ki (1987) produced by the Canadian Education Association.

The 56 institutions, then, included all the 2-year institutions in the provinces of British Columbia, Alberta, Saskatchewan and Manitoba, plus the Yukon and Northwest Territories.

The findings have been reported in a tabular format with specific observations presented below the tables.

PRESENTATION OF THE FINDINGS

I. QUESTIONNAIRE RESPONSES

Table 1: Overal Questionnaire Responses

AREA	SENT	RETURNED	PERCENT
British Columbia	20	11	55%
Alberta	13	10	69%
Saskatchewan	17	13	76%
Manitoba	4	2	50%
Yukon	1	1	100%
N.W.T.	1	0	0%
TOTALS	56	37	66%

A significant number of institutions (49%), that responded, indicated that they didnot have a physical education program.

Table 2: Colleges Responding Without A P.E. Program

AREA	RETURNED	NO P.E. PROGRAM	PERCENT
British Columbia	11	5	45%
Alberta	10	2	20%
Saskatchewan	13	11	85%
Manitoba	2	0	0%
Yukon	1	1	100%
N.W.T.	0	0	0%
TOTALS	37	18	49%

Lack of a P.E. program is most evident in the Province of Saskatchewan. An analysis of the role of the community college in this province, effectively explains this situation.

The initial goal of the community college in Saskatchewan, reaffirmed through a recent review process, was to improve the quality of life within the province, particularily in rural communities. The colleges were designed as brokers of modular and competency-based programming along with personal and community development programs. The system has also been at the forefront of Adult Basic Education and upgrading programs in the province. (Dennison & Gallagher, 1986).

The Saskatchewan community colleges are characterized by few full-time personnel, students who are mainly part-time and "older than average", a lack of a governing board and little local autonomy in program development. (Dennison & Gallagher, 1986). This should not be

interpreted as a system of education that is failing but one that is not comprehensive in nature and has priorities that do not include a physical education program. The 4 provincial institutes in Saskatchewan are quite different from this model and more closely represent the "community college".

The other institutions, in this study, that indicated they didnot have a physical education program cited funding, college priorities and facilities as causes for such an omission.

Table 3: Colleges Responding With P.E. Programs

AREA	RETURNED	P.E. PROGRAM	PERCENT
British Columbia	11	6	55%
Alberta	10	8	80%
Saskatchewan	13	2	15%
Manitoba	2	2	100%
Yukon	1	0	0%
N.W.T.	0	0	0%

The remainder of the findings are based soley on the information received from the 18 responding schools. The major measure to illustrate contrast and comparison is the full-time equivalent (F.T.E.) count given for each college.

II. COLLEGE DEMOGRAPHICS

Table 4: College Location As Related To Community Population

City Population	Number of Schools	Percent
over 100,000	7	39%
75,000-99,999	0	0%
50,000-74,999	5	28%
30,000-49,999	2	11%
under 30,000	4	22%

Table 5: College Establishment Date

Year of Establishment	Number of Schools	Percent
pre 1900	2	11.0%
1900-1949	4	22.0%
1950-1959	1	5.5%
1960-1969	5	28.0%
1970-1979	5	28.0%
1980-present	1	5.5%

The data contained in the above table does not correlate with the accepted historical development of the Canadian community college. The first offical community college was founded in Lethbridge, Alberta in April, 1957 (Dennison Gallagher, 1986).

The information in Table 5 indicates that a number of colleges were established before 1957. It is concluded that the roles and directions of these institutions have changed over time and they have developed to become affiliates of the Association of Canadian Commmunity Colleges. It should be noted that the original structure of Lethbridge Junior College was proposed by S.V. Martoranna (Dennison & Gallagher, 1986) and is closely related to the present community college system in the state of Washington.

Table 6: Institutional Classification

TYPE	NUMBER	PERCENT
Comprehensive	12	67.0%
Vocational-Technological	5	27.5%
Liberal Arts	1	5.5%

The predominant classification in these findings is the comprehensive community college. This implies the inclusion of university transfer, vocational or career training, developmental programs and outreach and community development opportunities for all regional residents.

Table 7: College Academic Calendar

TYPE OF CALENDAR	NUMBER	PERCENT
Semester System	12	67.0%
Trimester System	2	11.0%
Quarter System	1	5.5%
Multi-Entry System	3	16.5%

As indicated, the predominant academic calendar is the two-term semester system with some form of summer or spring session available. Colleges also indicated that they were involved in other entry systems for special situations beyond the normal academic calendar.

Table 8: Colleges As Classified By Full-Time Equivalency (FTE)

FTE COUNT	NUMBER	PERCENT
under 1000	3	16.5%
1000 - 1999	5	27.5%
2000 - 2999	3	16.5%
3000 - 3999	2	11.0%
over 4000	5	27.5%

III. DEPARTMENTAL STRUCTURE AND ORGANIZATION

Table 9: Full-Time Faculty versus Part-Time Faculty

FTE Count (Schools)	Full-Time	Part-Time	FT/PT Ratio
under 1000 (3)	4	2	2:1
1000 - 1999 (5)	13	7	2:1
2000 - 2999 (3)	9	2	4.5:1
3000 - 3999 (2)	3	5	1:1.7
over 4000 (5)	22	28	1:1.3
TOTALS (18)	51	44	1:.8

The results indicate that in the smaller colleges their are more full-time faculty in comparison to part-time but as the college gets larger in FTE count, the number of full-time faculty in comparison to part-time faculty decreases.

Table 10: Full-Time Faculty By Degree

FTE Count (Schools)	Doctorate	Masters	Bachelor	Total
under 1000 (3)	1	2	1	4
1000 - 1999 (5)	1	11	1	13
2000 - 2999 (3)	1	6	2	9
3000 - 3999 (2)	0	3	0	3
over 4000 (5)	3	16	3	22
TOTALS (18)	6	38	7	51

The predominant degree obtained by full-time faculty is the Masters degree (75%) with about the same percentage of faculty having a Doctoral degree as having a Bachelors degree.....12%. This is consistent with the minimum degree needed to teach full-time physical education at the community college.....the majority of colleges indicated that the Masters degree was the standard.

Table 11: Part-Time Faculty By Degree

FTE Count (Schools)	Doctorate	Masters	Bachelor	Total
under 1000 (3)	0	0	2	2
1000 - 1999 (5)	0	1	6	7
2000 - 2999 (3)	0	1	1	2
3000 - 3999 (2)	0	2	3	5
over 4000 (5)	0	11	17	28
TOTALS (18)	0	15	29	44

The predominant degree obtained by part-time faculty is the Bachelors degree (66%), although 34% of part-time faculty had a Masters degree. None of the part-time faculty have a Doctorate degree. This is consistent with the minimum degree needed to teach part-time physical education at the community college level.....the Bachelor degree being indicated by the majority of the responding colleges.

Table 12: Full-Time Faculty Workload in LEH/Week

LEH/Week	Number	Percent
12 - 14	1	5.5%
15 - 16	9	50.0%
17 - 18	5	28.0%
19 - 20	1	5.5%
Other	2	11.0%

The standard appears to be the 15-16 LEH/Week but there is considerable range in college workloads.

Table 13: Compensation For Outside Duties

	Number of Colleges	Compensation Money	Compensation Decreased Workload	Not Compensated
With Duties	15	5	7	3
Without Duties	3			

The majority of colleges required that faculty become involved in outside duties- coaching, intramurals and administration being the major activities named. The type of compensation was closely split between extra money and a decreased workload, with 20% of the schools who required extra duties not providing any form of compensation.

Table 14: Physical Education Departments With Full-Time Heads

FTE Count (Schools)	F/T	P/T	No
under 1000 (3)	0	0	3
1000 - 1999 (5)	0	2	3
2000 - 2999 (3)	0	1	2
3000 - 3999 (2)	1	1	0
over 4000 (5)	3	2	0
TOTALS (18)	4	6	8

The results indicate that 50% of the larger schools had a full-time department head and that none of the smaller schools had such a position.

Table 15: Physical Education Budget

FTE Count (Schools)	Operating		Capital		Student Fees for P.E	
	Yes	No	Yes	No	Yes	No
under 1000 (3)	3	0	2	1	0	3
1000 - 1999 (5)	4	1	3	2	1	4
2000 - 2999 (3)	3	0	3	0	0	3
3000 - 3999 (2)	2	0	2	0	0	2
over 4000 (5)	5	0	5	0	0	5
TOTALS (18)	17	1	15	3	1	17

These results indicate that the majority of 2-year college physical education programs have both an operating budget (94%) and a capital budget (83%) and that very few colleges use student fees (6%) to support the physical education curriculum.

Table 16: Sharing Of Physical Education Equipment

FTE Count (Schools)	Sharing of Equipment	
	Yes	No
under 1000 (3)	1	2
1000 - 1999 (5)	3	2
2000 - 2999 (3)	3	0
3000 - 3999 (2)	2	0
over 4000 (5)	5	0
TOTALS (18)	14	4

The majority of colleges (78%) indicated that they shared physical education equipment- especially the larger colleges. The units that were mentioned in the sharing process were athletics, intramurals, campus recreation and early childhood development programs.

Table 17: Secretarial Support Staff For Physical Education

FTE Count (Schools)	Secretarial Support For Faculty/Staff		
	Full-Time	Part-Time	Pool
under 1000 (3)	0	0	3
1000 - 1999 (5)	0	0	5
2000 - 2999 (3)	0	0	3
3000 - 3999 (2)	0	0	2
over 4000 (5)	2	0	3
TOTALS (18)	2	0	16

All the colleges had some form of secretarial support. The most frequent secretarial arrangements (89%) centered around pools, thus sharing with another department or unit. Only the larger colleges had full- time physical education secretarial support.

IV. THE PHYSICAL EDUCATION PROGRAM

Table 18: Physical Education Activity Curriculum

FTE Count (Schools)	Comprehensive	Limited	Special
under 1000 (3)	1	1	1 (Outdoor)
1000 - 1999 (5)	4	1	0
2000 - 2999 (3)	3	0	0
3000 - 3999 (2)	2	0	0
over 4000 (5)	4	1	0
TOTALS (18)	14	3	1

Comprehensive, in this case, refers to the offering of a variety of courses corresponding to the academic term and the season of the year. If activities changed with the season, allowing for some overlap, then the college was classified as comprehensive. The results indicate that 78% of the responding colleges operate a comprehensive curriculum.

Table 19: Physical Education Professional Curriculum

FTE Count (Schools)	Professional Curriculum		Classification of Professional Curriculum	
	Yes	No	Cert./Dip.	U/T
under 1000 (3)	1	2	0	1
1000 - 1999 (5)	2	3	0	2
2000 - 2999 (3)	2	1	0	2
3000 - 3999 (2)	1	1	0	1
over 4000 (5)	4	1	3	4
TOTALS (18)	10	8	3	10

Slightly more than half (56%) of the responding colleges offer a professional physical education curriculum. All of these colleges provide programs (100%) that are designed to provide the opportunity for transfer to a four-year university to complete the requirements of a Bachelor of Physical Education degree.

Table 20: Physical Education And Course Grading

FTE Count (Schools)	Courses Graded		Decrease Of The Grade By Absenteeism			Grades Included In G.P.A.	
	Yes	No	Yes	No	Mixed	Yes	No
under 1000 (3)	3	0	0	1	2	3	0
1000 - 1999 (5)	4	1	4	0	1	4	1
2000 - 2999 (3)	3	0	1	1	1	3	0
3000 - 3999 (2)	2	0	2	0	2	2	0
over 4000 (5)	5	0	3	0	2	5	0
TOTALS (18)	17	1	10	2	8	17	1

The above results indicate that very few 2-year colleges are using the non-graded or pass/fail system for physical education in both their activity and professional curriculums. The majority of courses are graded and would appear in the students G.P.A. term average.

Table 21: Physical Education Class Length/Meetings Per Week

FTE Count (Schools)	Length in Minutes				Meetings				
	50-59	60-69	70-79	80+	1	2	3	4	5
under 1000 (3)	3	0	0	0	0	0	0	2	1
1000 - 1999 (5)	1	1	1	2	2	1	1	1	0
2000 - 2999 (3)	3	0	0	0	0	0	3	0	0
3000 - 3999 (2)	0	2	0	0	0	0	2	0	0
over 4000 (5)	3	0	0	2	0	2	3	0	0
TOTALS (18)	10	3	1	4	2	3	9	3	1

The predominant class length is 50-59 minutes (56%) with an average of 3 meetings per week (50%), although a variety of other systems are used.

Table 22: Physical Education As A Graduation Requirement

FTE Count (Schools)	Yes	No
under 1000 (3)	2	1
1000 - 1999 (5)	2	3
2000 - 2999 (3)	0	3
3000 - 3999 (2)	0	2
over 4000 (5)	1	4
TOTALS (18)	5	13

The majority of 2-year colleges (72%) do not have physical education classes as a requirement for graduation. Of the colleges that do have a requirement, the majority are smaller 2-year colleges.

Table 23: Community Colleges and Adapted Physical Education

FTE Count (Schools)	Adapted P.E. Program	
	Yes	No
under 1000 (3)	0	3
1000 - 1999 (5)	0	5
2000 - 2999 (3)	1	2
3000 - 3999 (2)	0	2
over 4000 (5)	1	4
TOTALS (18)	2	16

These results indicate that having an adapted physical education program in the 2-year college is not the norm. Approximately 80% of the college responding did not have such a program.

Table 24: Physical Education Classes and Gender

FTE Count (Schools)	Coed	Male Only	Female Only
under 1000 (3)	3	2	2
1000 - 1999 (5)	5	1	1
2000 - 2999 (3)	3	0	0
3000 - 3999 (2)	2	0	0
over 4000 (5)	5	1	0
TOTALS (18)	18	4	4

All of the responding colleges offered coeducational classes with segregated class structures appearing more frequently in the smaller community colleges.

CONCLUSIONS

I. GENERAL

1. Community colleges in the Province of Saskatchewan will normally not have a physical education program.

2. Specialist 2-Year colleges in Western Canada (art colleges, marine colleges, etc.) will normally not have a physical education program.

II. SPECIFIC

1. As the 2-year college FTE count increases, the number of part-time instructors related to full-time instructors will increase in the physical education department.

2. The full-time physical education instructor in the 2-year college will generally have a Masters degree and the part-time physical education instructor will generally have only a Bachelors degree.

3. The instructional load of full-time physical education instructors will not normally be less than 15 LEH/Week and not more than 18 LEH/Week.

4. It is generally expected that the full-time physical education instructor will have other duties for which he/she will be compensated, either via extra money or a decreased work-load.

5. A 2-year college with less than 4000 FTE's will not usually have a full-time physical education head.

6. A 2-year college physical education program will normally have both an operating and capital budget and will not obtain student fees for use in the physical education curriculum.

7. Generally, 2-year college physical education departments will share their equipment with another college unit.

8. The majority of 2-year college physical education departments will share their secretarial staff with another college unit.

9. The majority of 2-year college physical education departments offer a comprehensive activity program for their students.

10. The 2-year college physical education course is normally graded, co-educational, negatively influenced by poor attendance and included in the term G.P.A. of the student.

11. Physical education is not normally a requirement for graduation in the 2-year college.

12. The 2-year college physical education course has no common length of class time or number of weekly meetings, however the mean class length would be 50-59 minutes and include 3 weekly meetings.

13. An adapted physical education curriculum is rarely found within the 2-year college physical education program.

14. The professional physical education curriculum offered by a 2-year college will normally be a university transfer component leading to the Bachelor of Physical Education degree.

15. The 2-year college physical education department is aligned, for reporting purposes, with a great variety of college units: student services, life science, applied health science and recreational services are some of the expressed connections.

RECOMMENDATIONS

1. Further data collection and analysis of 2-Year college athletic, intramural and campus recreation programs as well as physical education programs.

2. The establishment of a Canadian 2-Year College Clearinghouse for physical education designed to gather and distribute relative data to the involved institutions.

3. The establishment of a Special Interest Group for 2-Year colleges within the framework of the Canadian Association of Physical and Health Education and Recreation.

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